

## General Education Policy Proposals | Effective Fall 2026

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## General Education Policy Proposals | Effective Fall 2026

<p><b>Overview</b></p>	<p><b>Guiding Principles</b></p> <ul style="list-style-type: none"> <li>• General Education requirements should be the same across all undergraduate degrees.</li> <li>• A change of major should not lead to the “uncompletion” of a previously completed degree requirement.</li> <li>• Reduce the complexity of curriculum to better support students navigating their degree programs.</li> </ul> <p><b>General Education Curriculum &amp; Attributes</b></p> <ul style="list-style-type: none"> <li>• Removes attributes as graduation requirement while strengthening their importance to the curriculum.</li> <li>• Codifies the 32-unit requirement for General Education.</li> <li>• Consolidates policies to assist students and others in understanding requirements.</li> </ul> <p><b>Foundations Writing</b></p> <ul style="list-style-type: none"> <li>• Updates the subject area from English to Writing to support students by request of the English Department and Writing Program.</li> <li>• Provides more options for transfer students with the inclusion of WRIT 305.</li> <li>• Reduces administrative burden by eliminating the transfer portfolio option while ensuring students earn academic credit for academic work.</li> <li>• Eliminates MCWA in support of Writing Across the Curriculum and to reduce non-course requirements for students.</li> </ul> <p><b>Foundations Second Language</b></p> <ul style="list-style-type: none"> <li>• Recommendations based on the work of the Second Language Taskforce.</li> <li>• Splits requirement into two policies: <i>General Education Foundations</i>, to ensure consistency of General Education requirements regardless of degree program and <i>Second Language Requirement for Bachelor of Arts Degrees</i>.</li> <li>• Expands options for students in BA programs by allowing for the completion of two languages.</li> <li>• Codifies the method of review that had been previously limited to the College of Engineering and accommodates requests from colleges to have the same considerations.</li> <li>• Removes limitation requiring a C or better for the final course in the language sequence.</li> <li>• Identifies additional methods of satisfying the requirement, including Study Abroad and multilingual learning experiences (example: ITEP).</li> </ul> <p><b>Foundations Math</b></p> <ul style="list-style-type: none"> <li>• Streamlines math foundations policy to create a single general education (GE) math requirement, agnostic of the major discipline.</li> <li>• Retains major-specific guidance on math requirements by having the specific math courses needed listed in the major and broadens the multiple use policy to allow the math course to satisfy in the major and general education.</li> </ul>
<p><b>Policy Sponsor</b></p>	<p>Greg Heileman, Vice Provost, Undergraduate Education</p>

<b>Responsible Unit</b>	Undergraduate Education   General Education	URL	<a href="https://undergraduate.arizona.edu/">https://undergraduate.arizona.edu/</a>   <a href="https://gened.arizona.edu/">https://gened.arizona.edu/</a>
<b>Career Applicability</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Law <input type="checkbox"/> Medicine <input type="checkbox"/> Pharmacy <input type="checkbox"/> Veterinary Medicine		
<b>Approvals Granted</b> <i>(for council use only)</i>	University-Wide GE Committee	Scheduled: 3/26/2025	Status: Scheduled
	UGC Policies Subcommittee	Scheduled: 4/1/2025	Status: Scheduled
	Undergraduate Council	Scheduled: 4/15/2025	Status:
	Undergraduate CAAC	Scheduled: 4/22/2025	Status:
	Faculty Senate Executive Committee	Scheduled: 4/21/2025	Status:
	Faculty Senate	Scheduled: 5/5/2025	Status:
	Provost	Scheduled: 5/6/2025	Status:

*Last updated: 3/20/2025 4:53 PM*

## Policy List & Proposed Actions

Policy	URL	Proposed Action
General Education Curriculum	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum">https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum</a>	<ul style="list-style-type: none"> <li>Remove reference to attributes becoming graduation requirements effective Fall 2026</li> <li>Add table to organize all requirements</li> <li>Codify 32-unit requirement</li> </ul>
General Education Attributes	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/attributes">https://catalog.arizona.edu/policy/program-graduation/general-education/attributes</a>	<ul style="list-style-type: none"> <li>Merge with General Education Curriculum policy</li> <li>Remove attributes as graduation requirements</li> <li>Rename Diversity &amp; Equity attribute to Understanding &amp; Valuing Differences</li> </ul>
General Education Entry & Exit Courses	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/entry-exit">https://catalog.arizona.edu/policy/program-graduation/general-education/entry-exit</a>	Inactivate policy; relocate information to OGE site
General Education Exploring Perspectives & Building Connections	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/exploring-perspectives-building-connections">https://catalog.arizona.edu/policy/program-graduation/general-education/exploring-perspectives-building-connections</a>	Inactivate policy; relocate information to OGE site
General Education Signature Assignment	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/signature-assignment">https://catalog.arizona.edu/policy/program-graduation/general-education/signature-assignment</a>	Inactivate policy; relocate information to OGE site
General Education Foundations	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations</a>	<ul style="list-style-type: none"> <li>Combine separate foundations policies into overall policy</li> <li>Relocate second language requirements for Bachelor of Arts degrees into new policy</li> <li>Students may satisfy the second-semester proficiency language requirement with high school coursework</li> <li>Completion pathways added/clarified for study abroad, multilingual learning experiences, international students, and those with seal of biliteracy.</li> </ul>
General Education Foundations - Mathematics Requirements	<a href="https://catalog.arizona.edu/policy/program-graduation/general-">https://catalog.arizona.edu/policy/program-graduation/general-</a>	<ul style="list-style-type: none"> <li>Remove math strands, instead requiring all students to meet the former G strand requirement. Individual</li> </ul>

**Commented [JV1]:** Approved by UWGEC, 3/26/2025; approved by UGC Curriculum & Policies Subcommittee, 4/1/2025

**Commented [JV2]:** Approved by UWGEC, 3/26/2025

**Commented [JV3]:** Approved by UWGEC, 3/26/2025; approved by UGC Curriculum & Policies Subcommittee, 4/1/2025

**Commented [JV4]:** Approved by UWGEC, 3/25/2025

Policy	URL	Proposed Action
	<a href="#">education/foundations#mathematics-requirements</a>	<p>majors may require additional math coursework as a program requirement.</p> <ul style="list-style-type: none"> <li>• Remove ability to satisfy math foundations requirement with math placement</li> <li>• Remove references to physical addresses for offices</li> </ul>
General Education Foundations - Writing Requirement	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1</a>	<ul style="list-style-type: none"> <li>• Remove references to MCWA and Writing Emphasis Attribute in Foundations policy</li> <li>• Streamline presentation of Foundations Writing course sequence options: <ul style="list-style-type: none"> <li>○ Remove references to units associated with course options</li> <li>○ Update policy language to refer to Writing courses rather than ENGL subject prefix</li> <li>○ Add note that 101, 101A, and 102 course options in 3-course sequence are based on recommendation of the Writing Program</li> </ul> </li> <li>• Add new 305 course as a 1-course option for transfer students and remove transfer portfolio</li> </ul>
Mid-Career Writing Assessment (MCWA) (Policy Inactivation)	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment">https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment</a>	<ul style="list-style-type: none"> <li>• Inactivate policy</li> </ul>

Policy	URL	Proposed Action
General Education Foundations - Second Language Requirement (Policy Inactivation)	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees</a>	<ul style="list-style-type: none"> <li>• Streamline Foundations second language requirement to second semester proficiency for all students</li> <li>• Add provision that students may satisfy the foundations requirement with high school coursework in a 2<sup>nd</sup> language (1 year of high school = 1 semester of college)</li> <li>• Create additional pathways for satisfying second language requirement: <ul style="list-style-type: none"> <li>○ International Admissions</li> <li>○ Seal of Biliteracy</li> <li>○ Study Abroad &amp; multilingual experience</li> </ul> </li> </ul>
Second Language Requirement for Bachelor of Arts Degrees (New)		<ul style="list-style-type: none"> <li>• Create a second-language requirement for B.A. students, outside of General Education</li> <li>• Students may satisfy the B.A. requirement with either 2<sup>nd</sup> semester proficiency in two separate second languages, or 4<sup>th</sup> semester proficiency in one second language</li> </ul>
Substitutions for Approved General Education Courses	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/substitutions">https://catalog.arizona.edu/policy/program-graduation/general-education/substitutions</a>	<ul style="list-style-type: none"> <li>• Remove allowance for majors to not accept substitutions</li> <li>• Transition responsibility to Undergraduate Education</li> </ul>
Undergraduate Multiple Use of Courses	<a href="https://catalog.arizona.edu/policy/program-graduation/student/multiple-use-courses">https://catalog.arizona.edu/policy/program-graduation/student/multiple-use-courses</a>	<ul style="list-style-type: none"> <li>• Update language so any Foundations Math course taken can also apply to the major/minor/certificate</li> </ul>

Policy	URL	Proposed Action
Credit by Exam; Credit by Exam tables (Advanced Placement Program, Cambridge International Examination Program, College-Level Examination Program, International Baccalaureate Program)	<a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam</a> <ul style="list-style-type: none"> <li>• <a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#advanced-placement-ap-program">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#advanced-placement-ap-program</a></li> <li>• <a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#cambridge-international-examination-cie-program">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#cambridge-international-examination-cie-program</a></li> <li>• <a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#college-level-examination-program-clep1">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#college-level-examination-program-clep1</a></li> <li>• <a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#international-baccalaureate-ib-program1">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#international-baccalaureate-ib-program1</a></li> </ul>	<ul style="list-style-type: none"> <li>• Replace references to “foreign language” with “second language”</li> <li>• Remove references to competency and exemption exams</li> <li>• Update equivalency tables for Credit by Exam to indicate whether a score satisfies General Education Second Language, or B.A. Second Language, or both</li> </ul>
Writing Emphasis Course	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis">https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis</a>	<ul style="list-style-type: none"> <li>• Remove requirement of two courses with the GE Writing attribute</li> </ul>

Commented [JVS]: Approved by UWGEC, 3/26/2025; implicitly approved by UGC Curriculum & Policies Subcommittee, 4/1/2025

# General Education Core

## General Education Curriculum

Policy	URL	Proposed Action
General Education Curriculum	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum">https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum</a>	<ul style="list-style-type: none"> <li>Remove reference to attributes becoming graduation requirements effective Fall 2026</li> <li>Add table to organize all requirements</li> <li>Codify 32 unit requirement</li> </ul>

Commented [JV6]: Approved by UWGEC, 3/26/2025; approved by UGC Curriculum & Policies subcommittee, 4/1/2025

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>General Education Curriculum</b></p> <p><i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the <b>Fall 2021 General Education Curriculum policy</b>.</i></p> <p>The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world.</p> <p>All degree-seeking undergraduates must satisfy the requirements of the UA General Education curriculum by completing the following series of courses:</p>	<p><b>General Education Curriculum</b></p> <p><i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the <b>Fall 2021 General Education Curriculum policy</b>.</i></p> <p>The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world.</p> <p>All degree-seeking undergraduates must complete a minimum of 32 units of General Education coursework, including the minimum requirements from each category specified below. Additional general education courses</p>

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Existing Policy	Proposed Edit		
<p>1. <b>Foundations</b> - First-Year Writing (Composition), Mathematics, and Second Language courses</p> <p>2. <b>Introduction to General Education</b> course - Introduces students to General Education, reflecting on learning, and developing an ePortfolio. Required for students admitted as first-year students; optional for all other students. <b>See policy on Entry/Exit Courses.</b> (1 unit)</p> <p>3. <b>Exploring Perspectives</b> courses - Introduce students to four disciplinary domains. The emphasis is on ways of thinking, knowing, and doing in those disciplines. Students will choose at least one course from each domain (12 units minimum), including:</p> <ul style="list-style-type: none"> <li>o Artist</li> <li>o Humanist</li> <li>o Natural Scientist</li> <li>o Social Scientist</li> </ul> <p>4. <b>Building Connections</b> courses - Bring together knowledge and modes of thinking from two or more disciplines and/or perspectives. Students will choose three courses (9 units minimum).</p> <p>5. <b>GE Capstone</b> course - Facilitates student reflection on their General Education experience to complete their ePortfolio <b>in the GE Capstone course.</b> Required for students admitted as first-year students; optional for all other students. <b>See policy on Entry/Exit Courses.</b> (1 unit)</p> <p>Beginning with Fall 2026 matriculants, students must choose their Exploring Perspectives and Building Connections courses to fulfill the following <b>attribute requirements</b>:</p>	<p>may be selected as needed to meet the overall minimum requirement.</p>		
		Minimum Requirement	Details
	Foundations Writing	3 units	Designated courses offered by the Writing Program. Courses teach strong writing skills and effective communication for academic success and professional growth.
	Foundations Mathematics	3 units	Designated courses offered by the Mathematics or other academic department. Courses teach mathematical knowledge and quantitative reasoning.
	Foundations Second Language	2 <sup>nd</sup> semester competency	Competency in a second language can be demonstrated through coursework, exam, or other approved methods. Students in B.A. degree programs should consult the Second Language Requirements for Bachelor of Arts Degrees

Commented [JV7]: Removal of this language approved by UWGEC, 3/26/2025; approved by UGC Curriculum & Policies Subcommittee, 4/1/2025

Existing Policy	Proposed Edit		
<ul style="list-style-type: none"> <li>• Diversity and Equity Attribute—2 courses</li> <li>• Quantitative Reasoning—2 courses</li> <li>• World Cultures and Societies Attribute—1 course</li> <li>• Writing Attribute—2 courses</li> </ul> <p>All courses approved as general education courses in the current General Education program will continue to meet the same requirements for students finishing out the current program.</p> <p><b>General Education policies pertaining to transfer students:</b></p> <ul style="list-style-type: none"> <li>• <b>General Education Transfer Credit</b></li> </ul> <p><b>Your Specific Requirements:</b></p> <p>To see the requirements specific to your major and degree program, consult the general <a href="#">Academic Advisement Reports</a> or your personal Advisement Report in <a href="#">UAccess Student</a>. Please direct questions to your <a href="#">academic advisor</a>.</p> <p><b>Office of General Education:</b></p> <p>The <a href="#">Office of General Education</a> administers the University of Arizona's General Education Curriculum.</p>			policy (link) for additional degree requirements.
	Introduction to General Education	1 unit	Introduces students to General Education, reflecting on learning, and developing an ePortfolio. Required for students admitted as first-year students; optional for all other students.
	Exploring Perspectives	12 units <i>3 units per domain</i>	Introduce students to four disciplinary domains. The emphasis is on ways of thinking, knowing, and doing in those disciplines. Students will choose at least one course from each domain: <ul style="list-style-type: none"> <li>• Artist</li> <li>• Humanist</li> <li>• Natural Scientist</li> <li>• Social Scientist</li> </ul>
	Building Connections	9 units	Courses bring together knowledge and modes of thinking from two or more disciplines and/or perspectives.
	General Education Capstone	1 unit	Facilitates student reflection on their General Education experience to complete

Commented [JV8]: Removal of this language approved by UWGEC, 3/26/2025; approved by UGC Curriculum & Policies Subcommittee, 4/1/2025

Existing Policy	Proposed Edit		
			their ePortfolio. Required for students admitted as first-year students; optional for all other students.
	<p data-bbox="806 574 1194 602"><b>General Education Attributes</b></p> <p data-bbox="806 634 1493 805">Exploring Perspectives and Building Connections courses enhance learning experiences so that faculty and students explore perspectives and build interdisciplinary connections to be prepared for meaningful engagement in a global context. Each General Education course focuses on one or more of the following:</p> <p data-bbox="806 824 1121 852"><b>Quantitative Reasoning</b></p> <p data-bbox="806 885 1461 1027">Classes will focus on generating, analyzing, and/or interpreting quantitative information, developing the ability to construct coherent arguments based on that information, and effectively communicating those arguments.</p> <p data-bbox="806 1047 1304 1075"><b>Understanding &amp; Valuing Differences</b></p> <p data-bbox="806 1107 1503 1278">Classes focus on recognizing and valuing different human experiences and viewpoints, understanding interpersonal and intergroup dynamics through awareness of social positions, and exercising flexible habits of mind when exposed to new ideas, differing opinions, and complex societal problems.</p>		

**Commented [JV9]:** New attribute language approved by UWGEC, 3/26/2025, with the following language substituted in place of the Understanding & Valuing Differences attribute: **"Power and Difference**  
**Classes focus on issues related to historical and/or contemporary interpersonal and intergroup dynamics, considering the ways in which groups of people are marginalized and/or excluded from hierarchies of power and efforts to create fairer, juster societies."**

Existing Policy	Proposed Edit
	<p><b>World Cultures and Societies</b></p> <p>Classes focus on a broad array of questions that have shaped our global community both past and present, promote understanding and respect for societies outside the United States, and explore our place in the world.</p> <p><b>Writing</b></p> <p>Founded on principles of Writing Across the Curriculum (<b>WAC</b>), courses promote engaged learning, critical thinking, and greater facility with written communication across rhetorical situations. Classes teach writing as a process and transfer writing practices to different genres of writing across academic disciplines.</p>

Commented [JV10]: New attribute language approved by UWGEC, 3/26/2025.

### General Education Attributes

Policy	URL	Proposed Action
General Education Attributes	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/attributes">https://catalog.arizona.edu/policy/program-graduation/general-education/attributes</a>	<ul style="list-style-type: none"> <li>Merge with General Education Curriculum policy</li> <li>Remove attributes as graduation requirements</li> <li>Rename Diversity &amp; Equity attribute to Understanding &amp; Valuing Differences</li> </ul>

Commented [JV11]: Approved by UWGEC, 3/26/2025

Commented [JV12]: Approved by UWGEC, 3/26/2025; approved by UGC Curriculum & Policies subcommittee, 4/1/2025

Commented [JV13]: Approved by UWGEC, 3/26/2025, with different name and description recommended for this attribute (see UWGEC's endorsed text in comment above under GE Curriculum policy).

**Policy Revision Side by Side**

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>General Education Attributes</b></p> <p><i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the <a href="#">Fall 2021 General Education Curriculum policy</a>.</i></p> <p><b>Attribute Requirement in General Education</b></p> <p><b>Exploring Perspectives and Building Connections</b> courses within General Education enhance learning experiences so that faculty and students explore perspectives and build interdisciplinary connections to be prepared for meaningful engagement in a global context. Integral to this goal are topical areas in which all students should be educated. These areas include: Diversity and Equity, Quantitative Reasoning, World Cultures and Societies, and Writing. Each of these areas, briefly defined below, is an attribute attached to Exploring Perspectives and Building Connections courses that fulfill the guidelines of the appropriate area and are defined as such in the general catalog of courses. More detailed guidelines of these attributes will be part of the General Education website and embedded in the course approval process.</p> <p><b>Diversity and Equity Attribute</b></p> <p>Classes with the Diversity and Equity Attribute will focus on issues such as racism, classism, sexism, ableism, imperialism, colonialism, transphobia, xenophobia, and</p>	<p><b>This section intentionally left blank; this policy to be inactivated &amp; pertinent information will be incorporated in the <a href="#">General Education Curriculum policy</a>.</b></p>

Commented [JV14]: Deletion of this text and merging into GE Curriculum policy above approved by UWGEC, 3/26/2025

Existing Policy	Proposed Edit
<p><del>other structured inequities. It is our responsibility as Wildcats to promote greater social equity.</del></p> <p><b>Quantitative Reasoning</b></p> <p>Classes with the Quantitative Reasoning Attribute will focus on generating, analyzing, and/or interpreting quantitative information, developing the ability to construct coherent arguments based on that information, and effectively communicating those arguments. <del>It is our responsibility as Wildcats to promote evidence-based reasoning and data literacy.</del></p> <p><b>World Cultures and Societies</b></p> <p>Classes with the World Cultures and Societies Attribute will focus on a broad array of questions that have shaped our global community both past and present. <del>It is our responsibility as Wildcats to promote understanding and respect for societies outside the United States and to think critically about our place in the world.</del></p> <p><b>Writing Attribute</b></p> <p><del>Writing mobilizes thinking and learning. Founded on principles of Writing Across the Curriculum (WAC), GE courses with the Writing Attribute promote engaged learning, critical thinking, and greater facility with written communication across rhetorical situations. While all GE courses should aim to incorporate writing in some way, the Writing Attribute designates courses that shift writing practices from implicit rules to explicit discussion of disciplinary writing expectations, sharing these common goals:</del></p>	

Commented [JV15]: Deletion of this text and merging into GE Curriculum policy above approved by UWGEC, 3/26/2025

Existing Policy	Proposed Edit
<p>1. <del>teach writing as a process in course activities and assignments;</del></p> <p>2. <del>identify previous writing experiences and transfer writing practices to different genres of writing across academic disciplines; and</del></p> <p>3. <del>define various disciplinary or field-specific writing expectations.</del></p> <p><del>Beginning with Fall 2026 matriculants, students must choose their Exploring Perspectives and Building Connections courses to fulfill the following attribute requirements:</del></p> <ul style="list-style-type: none"> <li><del>Diversity and Equity Attribute – 2 courses, with one focused on a U.S. context</del></li> <li><del>Quantitative Reasoning Attribute – 2 courses</del></li> <li><del>World Cultures and Societies Attribute – 1 course</del></li> </ul> <p><del>Writing Attribute – 2 courses</del></p>	

**Commented [JV16]:** Deletion of this text and merging into GE Curriculum policy above approved by UWGEC, 3/26/2025

## General Education Entry & Exit Courses

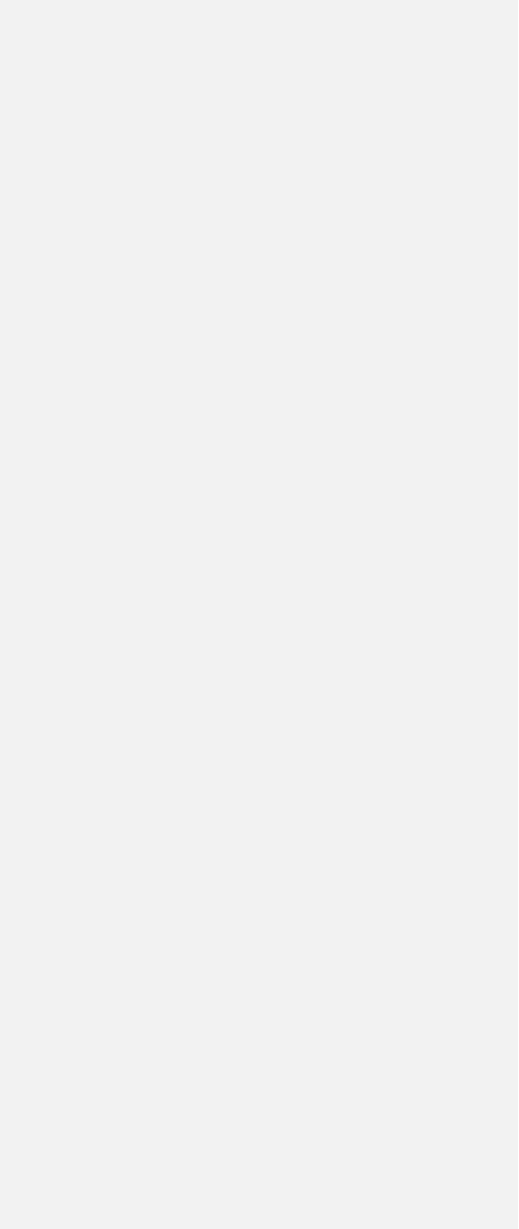
Policy	URL	Proposed Action
General Education Entry & Exit Courses	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/entry-exit">https://catalog.arizona.edu/policy/program-graduation/general-education/entry-exit</a>	Inactivate policy; relocate information to OGE site

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

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Existing Policy	Proposed Edit
<p><b>General Education Entry &amp; Exit Courses</b></p> <p><del>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the <a href="#">Fall 2021 General Education Curriculum policy</a>.</del></p> <p><del>New students who are classified as first year students at the point of admission will be required to take UNIV 101 as their entry course and UNIV 301 as their exit course for General Education.</del></p> <p><del><b>UNIV 101:</b> Introduction to the General Education Experience. A 1-unit course, required for new first-year students, providing an introduction to and a foundation for the General Education experience at the University of Arizona.</del></p> <p><del><b>UNIV 301:</b> General Education Portfolio. A new 1-unit course designed to help students reflect upon and make meaning of the General Education experience through the refinement of their ePortfolio.</del></p> <p><del>All other new UA Arizona students (including transfer and readmitted students) will have the option of taking either or both of these courses but will not be required to complete them for graduation provided that they still complete the minimum number of units of general education coursework required by ABOR policy.</del></p>	<p><b>This section intentionally left blank; this policy to be inactivated as it duplicates information already in the <a href="#">General Education Curriculum policy</a>.</b></p>





## General Education Exploring Perspectives & Building Course

Policy	URL	Proposed Action
General Education Exploring Perspectives & Building Connections	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/exploring-perspectives-building-connections">https://catalog.arizona.edu/policy/program-graduation/general-education/exploring-perspectives-building-connections</a>	Inactivate policy; relocate information to OGE site

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><del><b>General Education Exploring Perspectives &amp; Building Connections</b></del></p> <p><del><i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the <a href="#">Fall 2021 General Education Curriculum policy</a>.</i></del></p> <p><del><b>Exploring Perspectives and Building Connections</b></del></p> <p><del>The two categories of classes are not meant to be hierarchical; rather, they are complementary. Students can take Exploring Perspectives and Building Connections courses in any order; however, it is recommended that 100-200 level courses be completed before 300-400 level courses. All Exploring Perspectives and Building Connections courses will also have 1-2 attributes attached to them. For a complete description of the attributes in the General Education curriculum, please see the <a href="#">General Education Attribute Policy</a>.</del></p> <p><del><b>Exploring Perspectives</b></del></p>	<p><b>This section intentionally left blank; this policy to be inactivated as it duplicates information already in the <a href="#">General Education Curriculum policy</a>.</b></p>

Existing Policy	Proposed Edit
<p>In Exploring Perspectives courses, students will explore and practice the varied approaches (ways of questioning/thinking/reasoning/doing) of the artist, humanist, natural scientist, and social scientist. The focus will be on immersing students in the perspectives of people working within the disciplines of the arts, humanities, natural sciences, and social sciences. This includes exploring the ways in which they form questions and ideas, the methodologies and techniques they use, and how they create knowledge and/or works, while also highlighting the diversity of people and approaches that are integral to these disciplines.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Choose one course from each of the four focus areas (12 units minimum): <ul style="list-style-type: none"> <li>○ Artist</li> <li>○ Humanist</li> <li>○ Natural Scientist</li> <li>○ Social Scientist</li> </ul> </li> </ul> <p><b>Building Connections</b></p> <p>In Building Connections courses, students will practice interdisciplinarity and multi-perspective taking. They will understand the value in bringing multiple perspectives and disciplinary approaches to bear on questions, issues, ideas, and potential solutions. Connecting various perspectives will enhance conceptual thinking, problem solving, innovative design, critical analysis, evaluation of ideas, and creation of knowledge/products.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Choose three courses (9 units minimum)</li> </ul>	

## General Education Signature Assignment

General Education Signature Assignment	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/signature-assignment">https://catalog.arizona.edu/policy/program-graduation/general-education/signature-assignment</a>	Inactivate policy; relocate information to OGE site
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### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><del><b>General Education Signature Assignment</b></del>  <i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the <a href="#">Fall 2021 General Education Curriculum policy</a>.</i></p> <p>All <b>Exploring Perspectives &amp; Building Connections</b> courses are required to have at least one signature assignment. The purpose of a signature assignment is to create an opportunity for students to engage with and address relevant Exploring Perspectives, Building Connections, and Attribute learning outcomes. Signature assignments will be included in students' ePortfolios and will encourage students to engage subject matter in meaningful ways such that students can find academic, professional, and/or personal relevance. Examples of signature assignments include, but are not limited to, reflections (written, oral, artistic, multimedia); presentations (oral, visual, musical, artistic); compositions; research projects; lab reports; service learning projects; social, economic, or environmental justice projects; and creative endeavors (artistic, design, technological, problem-solving).</p>	<p><b>This section intentionally left blank; this policy to be inactivated as it duplicates information already available on the <a href="#">General Education website</a>.</b></p>

# General Education Foundations | Second Language

## General Education Foundations

Policy	URL	Proposed Action
General Education Foundations	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations</a>	<ul style="list-style-type: none"> <li>Combine separate foundations policies into overall policy</li> <li>Relocate second language requirements for BA degrees into new policy</li> <li>Students may satisfy the second-semester proficiency language requirement with high school coursework</li> <li>Completion pathways added/clarified for study abroad, multilingual learning experiences, international students, and those with seal of biliteracy</li> </ul>

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>General Education Foundations</b></p> <p>The Foundations component of the General Education Curriculum builds competency in writing, mathematics, and second language skills that can be further developed in General Education courses, and in the major and minor.</p> <p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li><a href="#">Mathematics Requirements</a></li> </ul>	<p><b>General Education Foundations</b></p> <p>The Foundations component of the General Education Curriculum builds competency in writing, mathematics, and second language skills that can be further developed in General Education courses, and in the major and minor.</p> <p><b>Mathematics Requirement</b></p> <p>All students, as part of their <b>General Education</b> requirements, are expected to demonstrate mathematical</p>

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Existing Policy	Proposed Edit				
<ul style="list-style-type: none"> <li>• <a href="#">Second Language Requirement for Undergraduate Degrees</a></li> <li>• <a href="#">Writing Requirement</a>. Additional writing requirements include the <a href="#">Mid-Career Writing Assessment (MCWA)</a> and <a href="#">Writing Emphasis Courses</a>.</li> </ul> <p>Foundation course requirements vary depending upon which academic program you select. To see the requirements and courses specific to your major and degree program, consult the general <a href="#">Academic Advisement Reports</a> or your personal Advisement Report in <a href="#">UAccess Student</a>. Please direct questions to your <a href="#">academic advisor</a>.</p>	<p>knowledge and quantitative reasoning. Students must complete one course of 3 units or more denoted in the course catalog as satisfying Foundations Mathematics.</p> <p>Additional mathematics courses may be required in a student's program of study or as prerequisite requirements for coursework. Students should consult with their major <a href="#">advisor</a> before selecting a general education mathematics course.</p> <p><b>Second Language Requirement</b></p> <p>All degree-seeking undergraduate students are required to demonstrate second-semester competency in a second language or participate in an equivalent approved multilingual experience.</p> <p>Students in B.A. degree programs should consult the Second Language Requirements for Bachelor of Arts Degrees (link) policy for additional requirements.</p> <p><b>Ways to Satisfy the Requirement</b></p> <table border="1"> <thead> <tr> <th data-bbox="806 987 1157 1032">Pathway</th> <th data-bbox="1157 987 1518 1032">Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="806 1032 1157 1297">Course Completion</td> <td data-bbox="1157 1032 1518 1297"> <p>Successful completion of second language coursework at the post-secondary level.</p> <p>One year of coursework taken in a second language at the high school level will be</p> </td> </tr> </tbody> </table>	Pathway	Details	Course Completion	<p>Successful completion of second language coursework at the post-secondary level.</p> <p>One year of coursework taken in a second language at the high school level will be</p>
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Course Completion	<p>Successful completion of second language coursework at the post-secondary level.</p> <p>One year of coursework taken in a second language at the high school level will be</p>				

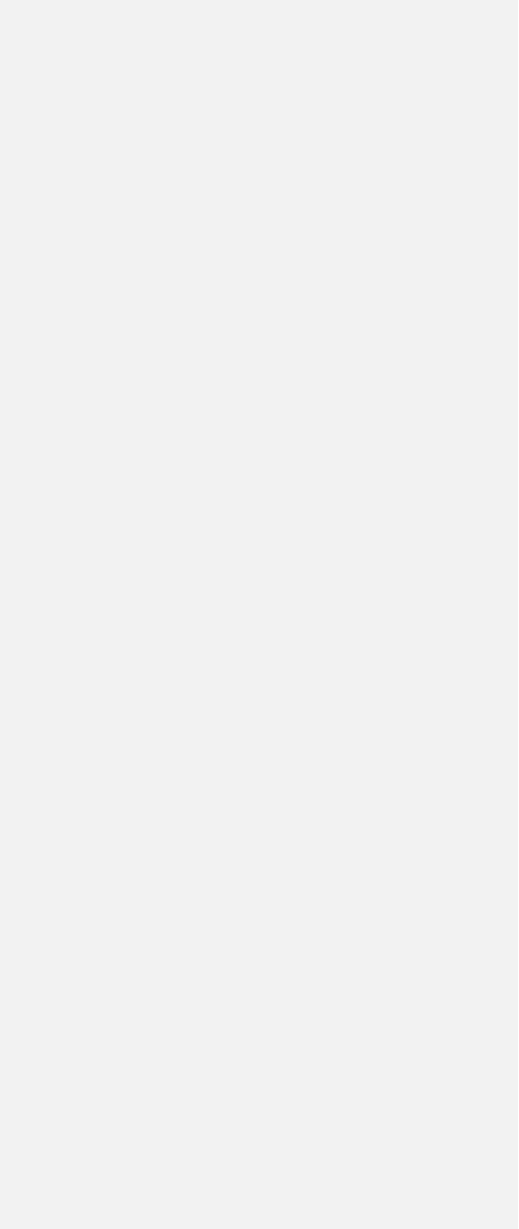
Existing Policy	Proposed Edit	
		<p>considered the equivalent of one semester at the post-secondary level.</p> <p>Note: To enroll in language courses beyond the 1<sup>st</sup> semester level, students without post-secondary language credit must take a placement exam. High school coursework cannot be used to determine placement.</p>
	Proficiency Exam	Scoring at a second-semester language proficiency or higher on a proctored examination administered by the University of Arizona.
	Credit by Exam	Obtain the minimum language proficiency score as listed in the following Credit by Exam policies: <b>AP</b> (Advanced Placement), <b>CIE</b> (Cambridge International Examination Program), <b>CLEP</b> (College-Level Entrance Program), <b>IB</b> (International Baccalaureate).

Existing Policy	Proposed Edit	
	Seal of Biliteracy	Students who earned a <a href="#">Seal of Biliteracy</a> have fulfilled the requirement.
	Approved University Sponsored Study Abroad & Multilingual Learning Experiences	<ul style="list-style-type: none"> <li>• A Study Abroad program approved to satisfy the requirement, or</li> <li>• A university-sponsored learning experience approved to satisfy the requirement.</li> </ul>
	International Admission	Students whose prior education was taught in a language other than English and who had to prove <a href="#">English proficiency</a> to be admitted to the University have satisfied the requirement.
	<p>Students in need of accommodation may review the <a href="#">Substitutions for General Education and University Level Requirement Courses</a> policy.</p> <p>Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam).</p>	

Existing Policy	Proposed Edit
	<p><b>Writing Requirement</b></p> <p>The General Education Writing Requirement ensures that all University of Arizona students develop strong writing skills. Effective communication is essential for academic success and professional growth.</p> <p>To fulfill this requirement, students complete designated writing courses as offered by the Writing Program.</p> <p>The University Writing Requirement also includes the completion of at least one <b>Writing Emphasis Course</b> in the major.</p> <p><b>Writing Course Options</b></p> <p>The course sequence required is determined by the Foundations Writing Evaluation (link).</p> <p><b>Two course sequence</b></p> <ol style="list-style-type: none"> <li>1. Writing 101 or 101A or 107</li> <li>2. Writing 102 or 108</li> </ol> <p><b>One course</b></p> <ol style="list-style-type: none"> <li>1. Writing 109H* or Writing 305</li> </ol> <p>* a grade of C or higher is required in Writing 109H to satisfy the requirement with this course.</p> <p><b>Three course sequence</b></p> <ol style="list-style-type: none"> <li>1. Writing 106</li> <li>2. Writing 107**</li> <li>3. Writing 108**</li> </ol> <p>**upon recommendation of the Writing Program students who complete Writing 106 may take:</p>



Existing Policy	Proposed Edit
	<ul style="list-style-type: none"><li>• Writing 101 or 101A instead of Writing 107</li><li>• Writing 102 instead of Writing 108</li></ul>



## Mathematics Requirement

Policy	URL	Proposed Action
Mathematics Requirements	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#mathematics-requirements">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#mathematics-requirements</a>	<ul style="list-style-type: none"> <li>Remove math strands, instead requiring all students to meet at minimum the former G strand requirement. Individual programs may require additional math coursework as a major requirement.</li> <li>Remove ability to satisfy math requirement with math placement</li> <li>Remove reference to physical addresses</li> </ul>

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>Mathematics Requirements</b></p> <p><del><b>Mathematics Placement Test:</b></del></p> <p>Registration in all MATH courses below MATH 129, as well as MATH 163, MATH 263, and MATH 302A, may require students to take the UA Mathematics Placement Test. Test scores are valid for one year. This requirement includes transfer students with or without mathematics credit and students with credit by examination, such as Advanced Placement (AP), CLEP, or International Baccalaureate (IB).</p> <p>Eligibility rules and testing information may be found on the <a href="#">Math Placement Homepage</a>.</p> <p><del><b>Foundations Mathematics Requirement:</b></del></p>	<p><b>This section intentionally left blank; this policy to be inactivated &amp; pertinent information will be incorporated in the <a href="#">General Education Foundations policy</a>.</b></p>

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Existing Policy	Proposed Edit
<p>All students, as part of their <del>Foundations</del> requirements, are expected to demonstrate mathematical knowledge and quantitative reasoning by completing one of the following 3-unit courses or by achieving a minimum math placement code as stated below:</p> <ul style="list-style-type: none"> <li>• <del>earning credit for LING 123, (Introduction to Mathematical Approaches to Language), or MATH 105 (Mathematics in Modern Society), or PHIL 110 (Logic and Critical Thinking)-check prerequisites, such as a minimum math placement code (see the chart provided on the <a href="#">Math Placement Homepage</a>); or</del></li> <li>• <del>earning credit for any 3-unit (or more) mathematics course numbered above Math 105, provided that the student has placed at the level required for the course (see the chart provided on the <a href="#">Math Placement Homepage</a>); or</del></li> <li>• <del>achieving a math placement code equivalent to that of students who have completed University of Arizona College Algebra by the end of the student's first semester at the University (see the chart provided on the <a href="#">Math Placement Homepage</a>, as well as <a href="#">Proficiency and Exemption Exam Procedures and General Regulations</a>).</del>  [Note: the placement code is determined by the catalog and math placement regulations in effect when an exam is taken.] If the Math Placement Test is used for this purpose, the test must be proctored per Math Department guidelines, which may be found on the <a href="#">Math Placement Homepage</a>.</li> </ul>	

Existing Policy	Proposed Edit
<p>Beyond this general minimum, however, the appropriate course for an individual student will depend on the student's major and the corresponding math strand appropriate to that major.</p> <p><b>Math Strands:</b></p> <p>Entry level mathematics students should choose one of three strands according to their interests, preparation, and intended major. All strands presume that students will have completed the high school math required for entry to the University.</p> <ul style="list-style-type: none"> <li>• <b>G Strand</b> (General Knowledge) — This strand involves the general understanding and appreciation of how mathematics is used to solve problems in everyday life. The G strand does not prepare a student for any further work grounded in mathematics and assumes the student will not proceed beyond the basic Foundations level noted above. Thus only those students whose major requires the most general knowledge of mathematics should take this strand. The options to satisfy this strand are: <ul style="list-style-type: none"> <li>1. earning credit for LING 123 (Introduction to Mathematical Approaches to Language), or MATH 105 (Mathematics in Modern Society), or PHIL 110 (Logic and Critical Thinking), or PSY 230 (Psychological Measurement and Statistics) check prerequisites, such as a minimum math placement code (see the chart provided on the <a href="#">Math Placement Homepage</a>); or</li> </ul> </li> </ul>	

Existing Policy	Proposed Edit
<p>2. earning credit for any 3-unit (or more) mathematics course numbered above Math 105, provided that the student has placed at the level required for the course (see the chart provided on the <a href="#">Math Placement Homepage</a>); or</p> <p>3. achieving a math placement code equivalent to that of students who have completed UA College Algebra by the end of the student's first semester at the UA (see the chart provided on the <a href="#">Math Placement Homepage</a>, as well as <a href="#">Proficiency and Exemption Exam Procedures and General Regulations</a>). [Note: the placement code is determined by the catalog and math placement regulations in effect when an exam is taken.] If the Math Placement Test is used for this purpose, the test must be proctored per Math Department guidelines, which may be found on the <a href="#">Math Placement Homepage</a>.</p> <ul style="list-style-type: none"> <li>• <b>M Strand</b> (Moderate Knowledge) — The M strand is for students who require mathematical facility at the level of at least MATH 112 (College Algebra Concepts) or 108 (Modeling with Algebraic and Trigonometric Functions). This strand involves reasonable facility with algebra and algebraic functions, graphs, and simple modeling. Students who choose the M strand are prepared for further mathematical work. This work may include MATH 107 (Exploring and Understanding Data), MATH 113 (Elements of Calculus), MATH 116 (Calculus Concepts for Business), MATH 119A (Mathematics of Biological Systems: A Calculus-Based Approach),</li> </ul>	

Existing Policy	Proposed Edit
<p>or a statistics class from outside the Mathematics Department, such as ISTA 116 (Statistical Foundations for the Information Age) or SBS 200 (Statistics for the Social Sciences);</p> <ul style="list-style-type: none"> <li>• <b>S Strand</b> (Substantial Knowledge) — This strand involves skill and facility with calculus. The S strand begins at one of two calculus options — MATH 122A/B (Functions for Calculus and First Semester Calculus) or MATH 125 (Calculus I). Students who successfully complete the S strand may continue on to MATH 129 (Calculus II), MATH 223 (Vector Calculus), or beyond. Those who choose but are not ready to begin the S strand will be required to take preparatory work.</li> </ul> <p>Each major indicates the mathematics strand, or specific course from a strand, that is most appropriate for its students. It is important to note that each strand provides a different level of mathematical training, but students can satisfy the mathematics requirement in their major by completing a more advanced mathematics course. Because the S strand presumes the M strand and the M strand presumes the G strand, students will have the most flexibility in their major choice by aiming for the S strand. A student who chooses to meet the general education mathematics requirement with the G strand will have the most restricted set of major choices.</p> <p><b>Please direct all Math Placement questions to the Department of Mathematics:</b></p> <p>Department of Mathematics Math Placement Coordinator</p>	

Existing Policy	Proposed Edit
<p>Mathematics Building, 108 617 North Santa Rita</p> <p>Phone: (520) 621-6892 Fax: (520) 621-8322 Email: <a href="mailto:placement@math.arizona.edu">placement@math.arizona.edu</a> Web: <a href="#">Math Placement Homepage</a> Web: <a href="#">Department Homepage</a></p>	

## Writing

### Writing Requirement

Policy	URL	Proposed Action
Writing Requirement	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1</a>	<ul style="list-style-type: none"> <li>Remove references to MCWA and Writing Emphasis Attribute in Foundations policy.</li> <li>Streamline presentation of Foundations Writing course sequence options: <ul style="list-style-type: none"> <li>Remove references to units associated with course options</li> <li>Update policy language to refer to Writing courses rather than ENGL subject prefix</li> <li>Add note that 101, 101A, and 102 course options in 3-course sequence are based on recommendation of the Writing Program</li> </ul> </li> <li>Add new 305 course as a 1-course option for transfer students and remove transfer portfolio</li> </ul>

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Policy Revision Side by Side

Additions in Green – Deletions in Yellow

Existing Policy	Proposed Edit
<p><b>Writing Requirement</b></p> <p><del>Students must complete one of four strands depending upon placement.</del> Placement in writing courses is based on the student's high school record and standardized test scores, including the ACT1 English or the RSAT1 Verbal standardized test scores.</p> <ol style="list-style-type: none"><li>1. A three-course (9 credits) sequence in three semesters of:<ul style="list-style-type: none"><li>o English 106 (for ESL writers), English 107 (ESL equivalent) or English 101, and English 108 (the ESL equivalent) or English 102</li></ul></li><li>2. A two-course (7 credits) sequence in two semesters of:<ul style="list-style-type: none"><li>o English 101A (4 credits) and English 102</li></ul></li><li>3. A two-course (6 credits) sequence in two semesters of:<ul style="list-style-type: none"><li>o English 101 and English 102 or</li><li>o English 107 and English 108 (the ESL equivalents)</li></ul></li><li>4. One course (3 credits) with honors placement:<ul style="list-style-type: none"><li>o English 109H – a grade of C or higher is required to satisfy the requirement with this course. (Note: a grade of D necessitates a repeat of English 109H or completion of English 102 to fulfill the requirement.)</li></ul></li></ol>	<p><b>This section intentionally left blank; this policy to be inactivated &amp; pertinent information will be incorporated in the <a href="#">General Education Foundations policy</a>.</b></p>



Existing Policy	Proposed Edit
<p><del>Transfer students who have at least 56 transfer credits are eligible for the Transfer Portfolio option. Students must (1) submit the portfolio within two semesters of transferring to the University of Arizona (including summer sessions), and (2) attend a portfolio information session or make an appointment to speak with the Writing Program Transfer and Placement Coordinator. The Coordinator may be contacted at <a href="#">Writing Placement</a>, or at 520-621-3553. For more information about the Transfer Portfolio, see the <a href="#">Writing Program Website</a>.</del></p> <p><del><b>NOTE:</b> Students who have earned a previous bachelor's or master's degree from an accredited U.S. institution have satisfied the Writing requirement; they do not need to submit a portfolio.</del></p> <p>The University Writing Requirements also include the Mid-Career Writing Assessment (MCWA), which takes place after students have completed 40 units and have been admitted to their major degree program, as well as the completion of at least one <a href="#">Writing Emphasis Course</a> in the major.</p>	

### Mid-Career Writing Assessment (MCWA)

Mid-Career Writing Assessment (MCWA) (Policy Inactivation)	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment">https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment</a>	Inactivate policy

**Policy Revision Side by Side**

Additions in **Green** – Deletions in **Yellow**

Last updated: 3/20/2025 4:53 PM

Existing Policy	Proposed Edit
<p data-bbox="86 347 625 380"><b>Mid-Career Writing Assessment (MCWA)</b></p> <p data-bbox="86 412 772 553">Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). The MCWA is based on students' performance in their second-semester English composition course. A grade of A or B in one of the following courses will satisfy this University writing proficiency requirement:</p> <ul data-bbox="121 586 495 672" style="list-style-type: none"><li data-bbox="121 586 296 613">• English 102 or</li><li data-bbox="121 618 470 646">• English 108 (for ESL students) or</li><li data-bbox="121 651 495 672">• English 109H (for Honors students)</li></ul> <p data-bbox="86 704 772 760">Transfer courses in composition are evaluated by the <a href="#">First-Year Writing Program</a> Transfer and Placement Coordinator.</p> <p data-bbox="86 792 772 1255">Once students have completed 40 units toward their degrees and have been admitted to their major degree program, their academic records are reviewed. Students earning less than a B grade in their second-semester composition course must take one or more additional steps to improve their composition skills so they can meet the writing standards of their major department. Students are responsible for providing evidence that they have completed these additional steps, or their academic records will not reflect completion of this graduation requirement. Depending on the department's requirements, this evidence might be, for example, an attendance sheet from a workshop series offered by the Writing Center, writing samples revised as part of the Writing Skills Improvement Program, or a polished portfolio of papers written for certain Tier One General Education courses. Once the department has verified that the MCWA requirement has been satisfied, the major advisor notifies the college dean's office that the student has met the department's requirement. Your <a href="#">Student</a></p>	<p data-bbox="806 337 1472 391"><b>This section intentionally left blank; this policy to be inactivated.</b></p>

Existing Policy	Proposed Edit
<p data-bbox="86 337 709 391"><u>Academic Advisement Report (SAAR)</u> will display the Mid-Career Writing Assessment as a degree requirement.</p> <p data-bbox="86 412 768 466">Procedures for students earning less than a B in their second semester composition course:</p> <ul data-bbox="121 500 783 1282" style="list-style-type: none"> <li data-bbox="121 500 783 641">• If you have declared a major: you should contact your department or college <u>advisor</u> for your major for instructions on how to satisfy the MCWA for that department. Your advisor will explain what the department expects its majors to do and will give you a reasonable deadline in which to accomplish it.</li> <li data-bbox="121 646 768 816">• If you change your major: after meeting the MCWA requirement for one department, be aware that you may need to take additional steps to satisfy the proficiency requirement for the department of your new major. Contact the advisor in your new major for instructions on completing the MCWA for that department.</li> <li data-bbox="121 821 768 1081">• If you have not yet declared a major OR are in the pre-professional phase of your program (e.g., pre-education, pre-nursing): you should NOT contact your department or college advisor until you have declared a major or are admitted to the professional phase of your program. Prior to declaring a major or while in the pre-professional phase, you may want to strengthen your writing skills through the Writing Center or Writing Skills Improvement Program so that you are better prepared when you are admitted to your major.</li> <li data-bbox="121 1086 783 1282">• If you have a double major OR concurrent degree programs: you should contact the department advisor of your primary major or primary degree program on how to fulfill the MCWA. While you will need to complete any major-specific writing requirements for both of your degree programs, you will satisfy the University-level writing proficiency when you meet the standards established by your primary major.</li> </ul>	

Existing Policy	Proposed Edit
<p>• If you have previously earned a bachelor's degree from an accredited American institution: your advisor for your current major will determine if you have satisfied the Mid-Career Writing Assessment.</p> <p>Please direct questions to your department or college <u>advisor</u>.</p>	

## Second Language

### Second Language Requirement for Undergraduate Degrees

Policy	URL	Proposed Action
General Education Foundations - Second Language Requirement (Policy Inactivation)	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees">https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees</a>	<ul style="list-style-type: none"> <li>Streamline Foundations second language requirement to second semester proficiency for all students</li> <li>Add provision that students may satisfy the foundations requirement with high school coursework in a 2<sup>nd</sup> language (1 year of high school = 1 semester of college)</li> </ul>

#### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy				Proposed Edit
<p><b>Second Language Requirement for Undergraduate Degrees</b></p> <p>Second language requirements vary depending on whether you are in a B.A or a non-B.A degree program.</p> <p><b>For all students in B.A. degree programs:</b> fourth semester skill level in a second language is required. B.A. degree students may fulfill this requirement with one of the following options:</p> <ol style="list-style-type: none"> <li>Scoring the equivalent of fourth semester skill level on a proctored proficiency examination administered by The University of Arizona.</li> <li>Completion with a C or better of a fourth semester course at the post-secondary level.</li> <li>Completion with a C or higher of a 300- or 400-level language course at the post-secondary level.</li> <li>Completion of one course beyond the third semester in combination with an <b>AP</b> (Advanced Placement) score, <b>IB</b> (International Baccalaureate) score or a <b>CLEP</b> (College Level Entrance Program) score determined by the individual language department.</li> <li>An AP, IB, or CLEP language score as listed below:</li> </ol>				<p>This section intentionally left blank; this policy to be inactivated &amp; pertinent information will be incorporated in the <a href="#">General Education Foundations policy</a>.</p>
<b>EXAMINATION</b>	<b>AP SCORE</b>	<b>IB SCORE</b>	<b>CLEP SCORE</b>	
Chinese	5	7	—	
French	3 or higher	7	66 or higher	

Existing Policy				Proposed Edit
German	3 or higher	7	60 or higher	
Italian	3 or higher	—	—	
Japanese	5	7	—	
Latin (Classical Language)	5 or higher	7	—	
Spanish	3 or higher	7	68 or higher	
<p><del>6. A minimum of one semester study abroad in a language program approved by the appropriate language department as the equivalent of fourth-semester skill level.</del></p> <p><b>For all students in non-B.A. degree programs:</b> second-semester skill level in a second language is required. Non-B.A. degree students may fulfill this requirement with one of the following options:</p> <ol style="list-style-type: none"> <li>Scoring the equivalent of second-semester skill level on a proctored proficiency examination administered by The University of Arizona.</li> <li>Completion with a C or better of a second-semester course at the post-secondary level.</li> </ol>				

Existing Policy	Proposed Edit																																		
<p>3. An <b>AP</b> (Advanced Placement), <b>IB</b> (International Baccalaureate) or <b>CLEP</b> (College Level Entrance Program) language score as listed below:</p> <table border="1" data-bbox="86 448 785 777"> <thead> <tr> <th>EXAMINATION</th> <th>AP SCORE</th> <th>IB SCORE</th> <th>CLEP SCORE</th> </tr> </thead> <tbody> <tr> <td>Chinese</td> <td>3 or higher</td> <td>5</td> <td>—</td> </tr> <tr> <td>French</td> <td>3 or higher</td> <td>5</td> <td>55 or higher</td> </tr> <tr> <td>German</td> <td>3 or higher</td> <td>5</td> <td>46 or higher</td> </tr> <tr> <td>Italian</td> <td>3 or higher</td> <td>—</td> <td>—</td> </tr> <tr> <td>Japanese</td> <td>3 or higher</td> <td>5</td> <td>—</td> </tr> <tr> <td>Latin (Classical Language)</td> <td>3 or higher</td> <td>5</td> <td>—</td> </tr> <tr> <td>Spanish</td> <td>3 or higher</td> <td>5</td> <td>55 or higher</td> </tr> </tbody> </table> <p>4. In the College of Engineering by a method determined within the College; however, all students in the college must also take a language placement examination on entrance to the University.</p> <p><b>Note:</b> Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam). This policy applies to languages offered by the College of Education (i.e., American Sign Language), College of Humanities (i.e., Chinese, Critical Languages, French, German, Greek, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish), and College of Social and Behavioral Sciences</p>	EXAMINATION	AP SCORE	IB SCORE	CLEP SCORE	Chinese	3 or higher	5	—	French	3 or higher	5	55 or higher	German	3 or higher	5	46 or higher	Italian	3 or higher	—	—	Japanese	3 or higher	5	—	Latin (Classical Language)	3 or higher	5	—	Spanish	3 or higher	5	55 or higher			
EXAMINATION	AP SCORE	IB SCORE	CLEP SCORE																																
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Spanish	3 or higher	5	55 or higher																																

Existing Policy	Proposed Edit
<p>(i.e., Arabic, Hebrew, Navajo, O'Odham, Persian, Turkish).</p> <p>U.S. students who are speakers of a language other than English (e.g. Spanish, American Sign Language, Navajo) may satisfy the requirement through a proficiency exam administered by the appropriate department.</p> <p><del>International</del> students whose <del>primary</del> language <del>is not</del> English and who had to prove English proficiency to be admitted to the University have <del>thereby fulfilled</del> the <del>Second Language</del> requirement.</p> <p>All questions about language proficiency exams should be directed to the department that will evaluate proficiency. If you want to be tested in a language that is <u>not</u> taught by a University department, contact:</p> <p><b><u>Department of Linguistics</u></b>  Douglass Building, Room 200E  The University of Arizona  PO Box 210028  Tucson, AZ 85721-0028  Phone: (520) 621-6897  Fax: (520) 626-9014</p>	



## Second Language Requirement for B.A. Degrees

Policy	URL	Proposed Action
Second Language Requirement for Bachelor of Arts Degrees (New)	N/A	<ul style="list-style-type: none"> <li>• Create a second-language requirement for BA students, outside of General Education</li> <li>• Students may satisfy the BA requirement with either 2<sup>nd</sup> semester proficiency in two separate second languages, or 4<sup>th</sup> semester proficiency in one second language</li> </ul>

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit				
<p><b>This section intentionally left blank; this is a new proposed policy.</b></p>	<p><b>Second Language Requirement for Bachelor of Arts Degrees</b></p> <p>Students pursuing a Bachelor of Arts degree are required to demonstrate fourth-semester competency in a single second language, or second-semester competency in two different second languages. The <a href="#">General Education Foundations Second Language</a> requirement accounts for one half of this requirement.</p> <p><b>Ways to Satisfy the Requirement (once Foundations Second Language requirement is satisfied)</b></p> <table border="1"> <thead> <tr> <th>Pathway</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Course Completion</td> <td>Successful completion of second language coursework at the post-secondary level.</td> </tr> </tbody> </table>	Pathway	Details	Course Completion	Successful completion of second language coursework at the post-secondary level.
Pathway	Details				
Course Completion	Successful completion of second language coursework at the post-secondary level.				

Existing Policy	Proposed Edit	
		<ul style="list-style-type: none"> <li>• 4<sup>th</sup> semester coursework in any second language, or</li> <li>• 2<sup>nd</sup> semester coursework in a second language other than that used to satisfy the <a href="#">Foundations Second Language</a> requirement</li> </ul> <p>Note: To enroll in language courses beyond the 1<sup>st</sup> semester level, students without post-secondary language credit must take a placement exam. High school coursework cannot be used to determine placement.</p>
	Proficiency Exam	<p>Scoring at the appropriate proficiency level in a proctored examination administered by the University of Arizona.</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> semester or higher in any second language, or</li> </ul>

Existing Policy	Proposed Edit	
		<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> semester or higher in a second language other than that used to satisfy the Foundations Second Language requirement</li> </ul>
	<p><b>Credit by Exam</b></p>	<p>Obtain the minimum language proficiency score as listed in the following Credit by Exam policies: <a href="#">AP</a> (Advanced Placement), <a href="#">CIE</a> (Cambridge International Examination Program), <a href="#">CLEP</a> (College-Level Entrance Program), <a href="#">IB</a> (International Baccalaureate).</p> <ul style="list-style-type: none"> <li>• 4th semester proficiency in any second language, or</li> <li>• 2nd semester proficiency in a second language other than that used to satisfy the Foundations Second Language requirement</li> </ul>
	<p><b>Seal of Biliteracy</b></p>	<p>Students who earned a <a href="#">Seal of Biliteracy</a> have fulfilled the requirement.</p>

Existing Policy	Proposed Edit	
	<p>Approved University Sponsored Study Abroad or Multilingual Learning Experiences</p>	<ul style="list-style-type: none"> <li>• A Study Abroad program approved to satisfy the requirement, or</li> <li>• A university-sponsored learning experience approved to satisfy the requirement.</li> </ul>
	<p>International Admission</p>	<p>Students whose prior education was taught in a language other than English and who had to prove <a href="#">English proficiency</a> to be admitted to the University have satisfied the requirement.</p>
	<p>Students in need of accommodation may review the <a href="#">Substitutions for General Education and University Level Requirement Courses</a> policy.</p> <p>Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam).</p>	

## Supporting Policies

### Substitutions for Approved General Education Courses

<p>Substitutions for Approved General Education Courses</p>	<p><a href="https://catalog.arizona.edu/policy/program-graduation/general-education/substitutions">https://catalog.arizona.edu/policy/program-graduation/general-education/substitutions</a></p>	<ul style="list-style-type: none"> <li>• Rename policy to “Substitutions for General Education and University-Level Requirement Courses”</li> <li>• Include the division of Undergraduate Education as approver for General Education course substitutions</li> <li>• Remove ability for colleges/majors to deny substitutions that have been approved</li> </ul>
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#### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>Substitutions for <del>Approved</del> General Education Courses</b></p> <p>Substitutions are not encouraged, and will be granted only for extraordinary circumstances. The <del>college dean's office</del> approves all substitutions other than those based on disability.</p> <p>Students requiring a substitution based on disability should first contact the <a href="#">Disability Resource Center</a>. The Disability Resource Center will review the student's record and determine if a substitution is appropriate. If a substitution is deemed appropriate, the student <del>must</del> then work with <del>an</del> academic advisor <del>in their college</del> to determine the actual course to be substituted.</p>	<p><b>Substitutions for General <b>Education and University-Level Requirement</b> Courses</b></p> <p>Substitutions are not encouraged, and will be granted only for extraordinary circumstances. The <b>division of Undergraduate Education</b> approves all substitutions other than those based on disability.</p> <p>Students requiring a substitution based on disability should first contact the <a href="#">Disability Resource Center</a>. The Disability Resource Center will review the student's record and determine if a substitution is appropriate. If a substitution is deemed appropriate, the student <b>will</b> then work with <b>their</b> academic advisor to determine the actual course to be substituted.</p>

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<p>Tier One and Tier Two (for students who matriculated prior to Spring 2022) and Exploring Perspectives and Building Connections (for students who matriculated in Spring 2022 or beyond) course substitutions granted by one college/major will be honored by the student's subsequent college/major, if any. Substitutions for Foundations requirements (English composition, math, second language) may or may not be accepted by the student's new college/major.</p> <p>Students requesting a substitution for an approved Tier One, Tier Two, Exploring Perspectives, Building Connections, or Foundations course, for any reason, must request and receive approval for the substitution prior to enrolling in the substitute course. Contact your college advisor for more information about the approval process.</p> <p>In the absence of direct course equivalents, Arizona community college AGEC-approved courses may be substituted for UA-approved general education courses with the approval of the student's college in advance of enrollment in the substitute course.</p>	<p>General Education course substitutions, once granted by the division of Undergraduate Education, will be honored by the student's college and major/minor departments.</p> <p>Students requesting a substitution for a General Education course, for any reason, must request and receive approval for the substitution prior to enrolling in the substitute course. Contact the division of Undergraduate Education for more information about the approval process.</p> <p>In the absence of direct course equivalents, Arizona community college AGEC-approved courses may be substituted for UA-approved general education courses with the approval of the division of Undergraduate Education in advance of enrollment in the substitute course.</p>

## Undergraduate Multiple Use of Courses

Policy	URL	Proposed Action
Undergraduate Multiple Use of Courses	<a href="https://catalog.arizona.edu/policy/program-graduation/student/multiple-use-courses">https://catalog.arizona.edu/policy/program-graduation/student/multiple-use-courses</a>	<ul style="list-style-type: none"> <li>Update language so any Foundations Math foundations course taken can also apply to the major/pre-major/minor/certificate.</li> </ul>

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>Undergraduate Multiple Use of Courses</b></p> <p>The use of courses to satisfy more than one requirement in the student's degree program (e.g., fulfilling a major, pre-major, minor, certificate, and/or General Education requirement) is subject to University General Education, college, and department policies on the multiple use of a course. See the General Education policy below. Check with your major AND minor advisors for clarification on the multiple use of any courses within your primary and secondary degree program and the multiple use of any courses between two degree programs.</p> <p><b>Multiple Use of General Education Courses</b></p> <p>The following coursework may be used to fulfill General Education Foundations requirements while simultaneously fulfilling requirements in a major, pre-major, minor, and/or certificate (see <a href="#">Undergraduate Certificates</a> for additional information):</p>	<p><b>Undergraduate Multiple Use of Courses</b></p> <p>The use of courses to satisfy more than one requirement in the student's degree program (e.g., fulfilling a major, pre-major, minor, certificate, and/or General Education requirement) is subject to University General Education, college, and department policies on the multiple use of a course. See the General Education policy below. Check with your major AND minor advisors for clarification on the multiple use of any courses within your primary and secondary degree program and the multiple use of any courses between two degree programs.</p> <p><b>Multiple Use of General Education <b>and University-Level Requirement</b> Courses</b></p> <p>The following coursework may be used to fulfill General Education Foundations requirements while simultaneously fulfilling requirements in a major, pre-major, minor, and/or certificate (see <a href="#">Undergraduate Certificates</a> for additional information):</p>

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<ul style="list-style-type: none"> <li>Any Math or statistics course at or above the level of Calculus I (MATH 113, 122A/B, or 125) may also apply to a major, pre-major, minor, and/or certificate.</li> <li>The two higher level courses taken to satisfy the fourth-semester skill level of the Second Language requirement for a B.A. degree may also apply to a major, pre-major, minor, and/or certificate (see <a href="#">Courses Excluded from the Minor</a>).</li> </ul> <p>Up to 3 courses may count to fulfill General Education Exploring Perspectives or Building Connections requirements as well as major, pre-major, minor, and/or certificate requirements.</p> <p>Students should check with their major and minor <a href="#">academic advisors</a> for clarification on the multiple use of any courses within their primary and secondary majors or minors as well as between two degree programs.</p>	<ul style="list-style-type: none"> <li>Any course used to satisfy General Education Foundations Mathematics may also apply to a major, pre-major, minor, and/or certificate.</li> <li>Third- and fourth-semester level second language courses taken to satisfy the Second Language requirement for a Bachelor of Arts degree may also apply to a major, pre-major, minor, and/or certificate (see <a href="#">Courses Excluded from the Minor</a>).</li> <li>Up to 3 courses may count to fulfill General Education Exploring Perspectives or Building Connections requirements as well as major, pre-major, minor, and/or certificate requirements.</li> </ul> <p>Students should check with their major and minor <a href="#">academic advisors</a> for clarification on the multiple use of any courses within their primary and secondary majors or minors as well as between two degree programs.</p>



## Credit by Exam

Policy	URL	Proposed Action
Credit by Exam; Credit by Exam tables (Advanced Placement Program, Cambridge International Examination Program, College-Level Examination Program, International Baccalaureate Program)	<a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam</a> <ul style="list-style-type: none"> <li><a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#advanced-placement-ap-program">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#advanced-placement-ap-program</a></li> <li><a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#cambridge-international-examination-cie-program">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#cambridge-international-examination-cie-program</a></li> <li><a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#college-level-examination-program-clep1">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#college-level-examination-program-clep1</a></li> <li><a href="https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#international-baccalaureate-ib-program1">https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#international-baccalaureate-ib-program1</a></li> </ul>	<ul style="list-style-type: none"> <li>Replace references to “foreign language” with “second language”</li> <li>Remove references to competency and exemption exams</li> <li>Update equivalency tables for Credit by Exam to indicate whether a score satisfies General Education, or BA, or both</li> </ul>

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>Credit by Exam</b></p> <p>Students may establish proficiency/<b>competency</b> or credit in various disciplines under any of several modes. They are:</p> <ul style="list-style-type: none"> <li><a href="#">Advanced Placement (AP) Program</a>, administered by the College Board</li> <li><a href="#">Cambridge International Examination (CIE) Program</a></li> <li><a href="#">College-Level Examination Program (CLEP)</a>, administered by the College Board</li> </ul>	<p><b>Credit by Exam</b></p> <p>Students may establish proficiency or credit in various disciplines under any of several modes. They are:</p> <ul style="list-style-type: none"> <li><a href="#">Advanced Placement (AP) Program</a>, administered by the College Board</li> <li><a href="#">Cambridge International Examination (CIE) Program</a></li> <li><a href="#">College-Level Examination Program (CLEP)</a>, administered by the College Board</li> <li>Departmental proficiency examinations (below)</li> </ul>

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Existing Policy	Proposed Edit
<ul style="list-style-type: none"> <li>Departmental proficiency/<del>competency or exemption</del> examinations (below)</li> <li><a href="#">DSST Examination Program</a></li> <li><a href="#">German Abitur, French Baccalauréat, European Baccalaureate, and Italian Maturita</a> exams</li> <li><a href="#">International Baccalaureate (IB) Program</a></li> <li>Special examinations for credit or grade (below)</li> </ul> <p><b>NOTE:</b> In no case may the sum of credits earned through the above examinations exceed 60 units applied toward an undergraduate degree. Graduate credit may not be established in this manner.</p> <p><b>Proficiency/<del>Competency and Exemption</del> Examinations</b></p> <p><b>General Information</b></p> <p>A number of colleges and departments regularly offer <del>exemption or</del> proficiency/<del>competency</del> examinations covering introductory or basic areas of their disciplines. These examinations are designed and graded by the individual departments. No credit is awarded on the basis of successful performance on these, but they allow a student two privileges: (a) the opportunity of enrolling in advanced-level courses in the area of proficiency; or (b) the opportunity of satisfying various college or departmental "area" or proficiency requirements without taking prescribed courses.</p> <p>Proficiency/<del>competency or exemption</del> examinations for many courses are available to any student currently enrolled in a degree program at the university. Capable students wishing to increase their elective freedom are</p>	<ul style="list-style-type: none"> <li><a href="#">DSST Examination Program</a></li> <li><a href="#">German Abitur, French Baccalauréat, European Baccalaureate, and Italian Maturita</a> exams</li> <li><a href="#">International Baccalaureate (IB) Program</a></li> <li>Special examinations for credit or grade (below)</li> </ul> <p><b>NOTE:</b> In no case may the sum of credits earned through the above examinations exceed 60 units applied toward an undergraduate degree. Graduate credit may not be established in this manner.</p> <p><b>Proficiency Examinations</b></p> <p><b>General Information</b></p> <p>A number of colleges and departments regularly offer proficiency examinations covering introductory or basic areas of their disciplines. These examinations are designed and graded by the individual departments. No credit is awarded on the basis of successful performance on these, but they allow a student two privileges: (a) the opportunity of enrolling in advanced-level courses in the area of proficiency; or (b) the opportunity of satisfying various college or departmental "area" or proficiency requirements without taking prescribed courses.</p> <p>Proficiency examinations for many courses are available to any student currently enrolled in a degree program at the university. Capable students wishing to increase their elective freedom are encouraged by university policy to examine the opportunities provided through the various proficiency examinations.</p>

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<p>encouraged by university policy to examine the opportunities provided through the various proficiency examinations.</p> <p>At the discretion of the department, the proficiency examination may include laboratory projects or other evidence of satisfactory skills in addition to or instead of the written examination. A fee is normally charged for these examinations.</p> <p><b>Second Language Proficiency/Competency Examinations</b></p> <p>It is possible for students to satisfy <a href="#">second language requirements</a> in whole or in part by passing a non-credit proficiency/competency examination at the two- or four-semester level*.</p> <p>Passing the proficiency examination at the required level in a <a href="#">foreign</a> language fulfills the language requirement. <del>Passing a course for which the required level is prerequisite also establishes proficiency in that language.</del> Credit may not be earned merely by passing the proficiency/competency examination.</p> <p>* Second language requirements vary by degree type. <del>For specific language requirements</del> consult the major department, college, or the program requirements for a particular degree program.</p> <p><b>Procedures and General Regulations</b></p> <ul style="list-style-type: none"> <li>Proficiency/competency or exemption examinations are available only to degree-seeking students.</li> </ul>	<p>At the discretion of the department, the proficiency examination may include laboratory projects or other evidence of satisfactory skills in addition to or instead of the written examination. A fee is normally charged for these examinations.</p> <p><b>Second Language Proficiency Examinations</b></p> <p>It is possible for students to satisfy <a href="#">second language requirements</a> in whole or in part by passing a non-credit proficiency examination at the two- or four-semester level. Second language requirements vary by degree type; consult the <a href="#">program requirements</a> for a particular degree program.</p> <p>Passing the proficiency examination at the required level in a <a href="#">second</a> language fulfills the language requirement. Credit may not be earned merely by passing the proficiency examination.</p> <p><b>Procedures and General Regulations</b></p> <ul style="list-style-type: none"> <li>Proficiency examinations are available only to degree-seeking students.</li> <li>In no case does passing a proficiency examination lower the total number of units required for the bachelor's degree.</li> <li>In normal circumstances, a student may not take a proficiency examination for the same course more than twice.</li> <li>Proficiency examinations are normally given early in the <a href="#">term</a> or during orientation. The student must contact the appropriate <a href="#">department</a> concerned for additional information and instructions.</li> </ul>

Existing Policy	Proposed Edit
<ul style="list-style-type: none"> <li>• In no case does passing an <del>exemption or</del> proficiency/<del>competency</del> examination lower the total number of units required for the bachelor's degree.</li> <li>• In normal circumstances, a student may not take a proficiency/<del>competency</del> examination for the same course more than twice.</li> <li>• Proficiency/<del>competency or exemption</del> examinations are normally given early in the <del>semester</del> or during orientation. The student must contact the appropriate <del>department</del> concerned for additional information and instructions.</li> <li>• Students wishing to sit for a proficiency/<del>competency or exemption</del> examination in a language not normally taught must contact the <a href="#">Department of Linguistics</a> for information.</li> <li>• The <del>exemption or</del> proficiency examinations are administered only on the University of Arizona campus. Proficiency/<del>competency</del> established at another institution, or a proficiency examination score from another institution, is not transferable to the University of Arizona.</li> <li>• The results of <del>exemption or</del> proficiency/<del>competency</del> examinations, if successful, are reported in writing directly to the Office of the Registrar, with a copy to the student.</li> <li>• The student's academic record will be annotated with a statement indicating the student passed the proficiency/<del>competency</del> examination at the appropriate level.</li> </ul> <p><b>Special Examinations for Credit or Grade</b></p> <p>Any student currently enrolled or previously withdrawn in good standing at the University of Arizona may earn</p>	<ul style="list-style-type: none"> <li>• Students wishing to sit for a proficiency examination in a language not normally taught must contact the <a href="#">Department of Linguistics</a> for information.</li> <li>• The proficiency examinations are administered only on the University of Arizona campus. Proficiency established at another institution, or a proficiency examination score from another institution, is not transferable to the University of Arizona.</li> <li>• The results of proficiency examinations, if successful, are reported in writing directly to the Office of the Registrar, with a copy to the student.</li> <li>• The student's academic record will be annotated with a statement indicating the student passed the proficiency examination at the appropriate level.</li> </ul> <p><b>Special Examinations for Credit or Grade</b></p> <p>Any student currently enrolled or previously withdrawn in good standing at the University of Arizona may earn credit toward an undergraduate degree through the use of special examinations. The responsibility for preparatory study for these examinations rests entirely with the student; faculty members are under no obligation to assist with such preparation.</p> <p>Special examinations are constructed and administered by the <a href="#">department</a> concerned. They are designed to reflect and explore the scholastic equivalent of the course, and are more comprehensive than the usual "final exam." The examinations may be written or oral, or both, and they may include course projects, laboratory</p>

Existing Policy	Proposed Edit
<p>credit toward an undergraduate degree through the use of special examinations. The responsibility for preparatory study for these examinations rests entirely with the student; faculty members are under no obligation to assist with such preparation.</p> <p>Special examinations are constructed and administered by the <a href="#">department</a> concerned. They are designed to reflect and explore the scholastic equivalent of the course, and are more comprehensive than the usual "final exam." The examinations may be written or oral, or both, and they may include course projects, laboratory projects, written reports, or other evidence of proficiency.</p> <p>Undergraduate courses currently offered by the University and designated in the Catalog as "Special exam: course may be taken by special exam for credit (not for grade)." may be taken for credit by examination. Courses designated "Special exam: course may be taken by special exam for credit and grade." may be taken for grade by examination and credit by examination. Other courses generally have been excluded from this option; at department discretion, however, any course may be made available for grade by examination or credit by examination.</p> <p><b>Options</b></p> <ul style="list-style-type: none"> <li>Special Examination for <b>Credit</b>: Passing grades, recorded as "CR" (credit), become a permanent part of the student's record but are not used in computing the cumulative <a href="#">grade-point-average (GPA)</a>. Failing grades are not recorded.</li> </ul>	<p>projects, written reports, or other evidence of proficiency.</p> <p>Undergraduate courses currently offered by the University and designated in the Catalog as "Special exam: course may be taken by special exam for credit (not for grade)." may be taken for credit by examination. Courses designated "Special exam: course may be taken by special exam for credit and grade." may be taken for grade by examination and credit by examination. Other courses generally have been excluded from this option; at department discretion, however, any course may be made available for grade by examination or credit by examination.</p> <p><b>Options</b></p> <ul style="list-style-type: none"> <li>Special Examination for <b>Credit</b>: Passing grades, recorded as "CR" (credit), become a permanent part of the student's record but are not used in computing the cumulative <a href="#">grade-point-average (GPA)</a>. Failing grades are not recorded.</li> <li>Special Examination for <b>Grade</b>: All grades, whether passing or failing, are permanently recorded and used in computing the cumulative grade average.</li> </ul> <p><b>Limitations</b></p> <p>The credit so earned may not duplicate units already presented for admission to the University. Nor may the credit be in a course which is equivalent to, or more elementary than, another course in which the student is enrolled or for which the student has already received credit. The head of the examining department has the</p>

Existing Policy	Proposed Edit
<ul style="list-style-type: none"> <li>Special Examination for <b>Grade</b>: All grades, whether passing or failing, are permanently recorded and used in computing the cumulative grade average.</li> </ul> <p><b>Limitations</b></p> <p>The credit so earned may not duplicate units already presented for admission to the University. Nor may the credit be in a course which is equivalent to, or more elementary than, another course in which the student is enrolled or for which the student has already received credit. The head of the examining department has the responsibility of determining the application of this limitation in each student's case. NOTE: <i>Students enrolled in their first foreign language course may earn credit and/or a grade for a lower-level language course if they take the examination during the first seven weeks of a regular semester.</i></p> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>Applications for Special Examination for Credit or Special Examination for Grade may be obtained from the Office of the Registrar (Admin. 210).</li> <li>The application must be approved by the student's advisor.</li> <li>The examining instructor and the head of the examining department must determine the eligibility of the applicant and sign the application.</li> <li>The application is returned to the Office of the Registrar, and the \$21-per-unit fee is paid at the Bursar's Office (University Services Bldg 104). No department may schedule a special examination</li> </ol>	<p>responsibility of determining the application of this limitation in each student's case. NOTE: <i>Students enrolled in their first course in a second language may earn credit and/or a grade for a lower-level language course if they take the examination during the first seven weeks of a regular term.</i></p> <p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>Applications for Special Examination for Credit or Special Examination for Grade may be obtained from the <a href="#">Office of the Registrar</a>.</li> <li>The application must be approved by the student's advisor.</li> <li>The examining instructor and the head of the examining department must determine the eligibility of the applicant and sign the application.</li> <li>The application is returned to the Office of the Registrar, and the \$21-per-unit fee is paid at the <a href="#">Bursar's Office</a>. No department may schedule a special examination until notified by the Bursar's Office that the fee has been paid.</li> <li>The examination is scheduled by the faculty member responsible, normally during the same term in which the application is made.</li> <li>The grade ("CR" or letter grade) is reported to the Office of the Registrar. The examination, together with the student's graded examination paper and any appropriate evaluations of oral performance or projects, is then filed with the department for at least one year.</li> </ol> <p>The student may change the type of special examination for those courses designated "available by special exam</p>

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<p>until notified by the Bursar's Office that the fee has been paid.</p> <p>5. The examination is scheduled by the faculty member responsible, normally during the same semester in which the application is made.</p> <p>6. The grade ("CR" or letter grade) is reported to the Office of the Registrar. The examination, together with the student's graded examination paper and any appropriate evaluations of oral performance or projects, is then filed with the department for at least one year.</p> <p>The student may change the type of special examination for those courses designated "available by special exam for credit and grade" in the catalog any time before the scheduled hour of the examination by filing a new application. No additional fee will be charged.</p>	<p>for credit and grade" in the catalog any time before the scheduled hour of the examination by filing a new application. No additional fee will be charged.</p>

## Writing Emphasis Course

Policy	URL	Proposed Action
Writing Emphasis Course	<a href="https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis">https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis</a>	Remove requirement of two courses with the Writing attribute

### Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy	Proposed Edit
<p><b>Writing Emphasis Course</b></p> <p><i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. For students who matriculated in Fall 2021 or prior, please see the <a href="#">Fall 2021 Writing Emphasis policy</a>.</i></p> <p>Every undergraduate student must complete:</p> <ul style="list-style-type: none"> <li>two General Education <b>Writing Attribute</b> courses, and</li> <li>at least one <b>regular junior or senior-level upper-division</b> course in their degree program that has a Writing Emphasis.</li> </ul> <p>Writing emphasis courses assign writing as a tool for learning and promote writing development. In a Writing Emphasis course, at least 60% of the course grade must be based on written work. Such courses are identified with the phrase "Writing Emphasis Course" in the <b>course description</b> listed in the Catalog.</p>	<p><b>Writing Emphasis Course</b></p> <p><i>The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. For students who matriculated in Fall 2021 or prior, please see the <a href="#">Fall 2021 Writing Emphasis policy</a>.</i></p> <p>Every undergraduate student must complete at least one <b>regular junior or senior-level upper-division</b> course in their degree program that has a Writing Emphasis.</p> <p>Writing emphasis courses assign writing as a tool for learning and promote writing development. In a Writing Emphasis course, at least 60% of the course grade must be based on written work. Such courses are identified with the phrase "Writing Emphasis Course" in the <b>course description</b> listed in the Catalog.</p>

Commented [JV17]: Approved by UWGEC, 3/26/2025; implicitly approved by UGC Curriculum & Policies subcommittee, 4/1/2025

Commented [JV18]: Removal of this bullet point approved by UWGEC, 3/26/2025; implicitly approved by UGC Curriculum & Policies subcommittee, 4/1/2025